

St Tudy Pre-School Playgroup

The Village Hall, Wadebridge Road, St. Tudy, Bodmin, Cornwall, PL30 3ND

Inspection date	01/10/2012
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff work very well together to provide a secure, stimulating environment for children. They are effective in their preparation and organisation of activities. As a result, children begin to play as soon as they arrive and remain occupied throughout the session.
- The committee is actively involved in the running of the group. They work closely with staff and demonstrate a good understanding of their roles and responsibilities. Committee members and staff effectively evaluate their provision and have clear plans for ongoing development.
- Children enjoy the sessions and make consistent progress in their overall development. A good range of activities enables children to make independent choices and decisions.
- Staff have strong partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff promote children's literacy development generally well, however, the reading area does not attract children's independent interest during the session.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector gathered evidence through the observation of children's activities, indoors, outside and during a trip to the village shop.
- The inspector had discussions with staff, committee members and parents during the session.
- The inspector scrutinised documents, including children's records, safeguarding policies and information on staff development.
- The inspector conducted feedback with the manager and nominated member of the committee.

Inspector

Julie Wright

Full Report

Information about the setting

St Tudy Pre-School Playgroup is a committee run group. It opened in 1984 and operates from two rooms in St Tudy village hall, Cornwall. A secure area is used for outdoor play activities. The setting is open each weekday from 9am until 12pm, with an optional lunch club available until 1pm, everyday except for Tuesday, during term time only. A Stay and

Play session operates on a Tuesday morning.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Care is available for children aged from six months to four years. There are currently 15 children on roll, all of whom are in the early years age range. The group receives early education funding for children aged three and four years. The committee employs four staff to work with the children, three of whom hold appropriate early years qualifications. The group supports children with special educational needs and/or disabilities and who learn English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- Create an attractive book area to improve children's interest in print and illustrations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding and awareness of children's learning and development. They are sensitive towards children's needs and have a caring attitude. Consistent procedures are in place to observe, assess and plan for children's individual progress. Staff take account of children's interests and link these carefully to planning. They are developing suitable procedures in respect of the progress check for two-year-olds. Since September 2012, the group has begun to care for children under the age of two years. They look after up to three babies, at any one time. The baby area is in view of the main room, separated with the use of a safety gate. Age-appropriate resources are in place in relation to the care of babies. Staff maintain daily diaries for parents, which include clear details of babies routines and activities. A nominated key person for each child contributes to consistent care. Staff encourage parents to contribute to records of progress and to take part in children's learning. For example, they ask parents to bring photographs from home and to note children's achievements. They have organised a parents evening which will provide further opportunities to discuss children's progress.

Staff provide varied resources and activities to promote children's learning and development, both indoors and outside. They have a good awareness of children's individual interests and interact well to extend and challenge learning. As an example, staff frequently encourage children to talk about what they are doing. Children consider shape, texture and number as they play. Staff promote children's listening and concentration skills during activities, for example, at registration and story time. Sound lotto games contribute to speech and language development. Consequently, children

become ready for school as their key skills emerge and progress. The group has good links with local schools, which contributes to smooth transitions for children.

The contribution of the early years provision to the well-being of children

Children arrive happily and eagerly choose an activity. Resources are readily accessible, which means that children can select items, such as, writing materials, scissors and glue sticks. They sit at tables and busily create a picture, which they take home to show their families. Children are equally proud to bring things from home for 'show and tell time'. Staff support children well and help them to settle quickly. In the early part of the term, some children are keen to carry teddies or favoured toys. Staff enable children to retain these where practical, for instance, a teddy is tucked into a child's tabard during an outing. At snack time, children understand that it is better to put their toys in the tent area whilst they eat. Children cooperate well and are familiar with the routines. They benefit from plenty of 'free-play' opportunities and also adult-led activities. As an example, children quickly respond promptly when a member of staff suggests song time. They act out familiar song-stories with enthusiasm as they dance around the room. At registration time, children gather quickly and are eager to contribute their ideas to the group.

Each day a group of children take turns to go with staff to the community shop. They write their names on a board before leaving, to show who has gone out. Children put on fluorescent jackets and understand the rules, which keep them safe. In the shop children remember what they have come for and select healthy items from the shelves. They count portions of fruit and consider amounts of money, which contributes to mathematical understanding. Staff encourage children to look at the coins and notes to see if they recognise the Queen. This prompts children to recall their Jubilee activities and seeing her on television. Staff also take children to the local library and have regular story times, which promotes some interest in reading. Children make independent choices throughout the session, although the book area is not well used.

Children benefit from regular outdoor play sessions. They practice physical skills and develop coordination as they balance on stilts, play with bats and balls and use wheeled toys. Children laugh as they run around trees and bushes in the garden area. They enjoy the 'jogging' games with staff and learn how exercise affects their bodies. Other children prefer to play quietly in the sand and water trays, carefully filling, pouring and burying containers. Children can decide when to go back inside and choose a different activity, for example, to return to a favourite painting activity. Babies interact with older children, for instance, at snack and lunch times. They go into the garden with staff for fresh air and also to see what happens outside. Staff are attentive to the needs of babies so that they are comfortable and content. Suitable arrangements are in place for babies to sleep when they need to. In their base room, babies crawl around and discover age-appropriate toys on the floor. Staff provide sensory play experiences, such as, with treasure baskets, 'gloop' and 'edible paint'. Babies smile happily as they recognise key staff and familiar faces. They show interest in their surroundings and enjoy their sessional care.

The effectiveness of the leadership and management of the early years provision

The committee and staff have a secure knowledge of the welfare, learning and development requirements. As an example, they promptly notify Ofsted of significant events, such as, a change in manager and in respect of caring for babies. Robust vetting and recruitment procedures mean that staff are suitable to care for children. A nominated committee member attends sessions on a regular basis to support the manager and staff. Parent volunteers are welcome and provide valued additional help in the group. The manager has key responsibilities for the day-to-day-running of the group and staff supervision. Ongoing training programmes effectively contribute to staff development. For example, staff are enrolled on courses, which include the revised Early Years Foundation Stage framework, Diversity and inclusion, Involving parents in children's learning and 'Building Baby Brains'.

Since the last inspection, the group has made secure improvements. Previous recommendations are complete and outdoor play provision developed. Staff seek parents and children's views as part of their self-evaluation. They regularly review children's progress and all childcare policies and procedures. Staff demonstrate a clear responsibility in safeguarding and meeting children's specific needs. They attend relevant training in order to protect and promote children's welfare. Effective partnerships mean that staff, parents and others meet the children's needs well. For example, an interpreter assists communication with families who have English as an additional language. Staff also provide dual language resources to promote inclusion and understanding. They are currently introducing 'flash cards' as a visual aid for children with limited language. Parents are very pleased with their children's progress and provide positive feedback at inspection. They value the childcare provision and have strong relationships with the local community.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	102957
Local authority	Cornwall
Inspection number	813236
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	15
Name of provider	St Tudy Pre-School Playgroup
Date of previous inspection	25/03/2009

Telephone number

07510253526

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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